

1. What is our purpose?

To inquire into the following:

Transdisciplinary theme:

Where We Are in Place and Time

Central idea:

Key events shape families, communities, and countries

Summative assessment task(s): (in poster form)

Everyone will do:

Timeline

What if? Deviation (written explanation and a visual) 2 deviations

Present memoir: book form form or oral (story telling/recount)

Interview assistants

Interview Rob C (each child organizes questions)

Assessment Tools:

- Teacher and student created rubrics
- Anecdotal records

Class/grade: 3 Age group: 8-9

School: School code:

Title: Shared History

Teacher(s): Sue Ross, Heidi Richards

Date: Term 2

Proposed duration: August 20-Sept 28



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, **causation, change, connection, perspective**, responsibility, reflection) to be emphasized within this inquiry?

Related Concepts **cause & effect**

What lines of inquiry will define the scope of the inquiry into the central idea?

-Significant events and changes in our family and home country histories

- How change can affect people

- Artifacts or rituals that have meaning in a family or community

What teacher questions/provocations will drive these inquiries?

Provocations:

- What change brought you to AIS?
- What other changes in your life have affected your story?
- What other changes in your life have affected your family's story?
- What changes have we experienced as a school community?
- What changes has Ho Chi Minh City experienced in the last 100 years?
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Learner Profile Focus

reflective, knowledgeable communicators thinkers inquirers

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

Pre-Assessment:

- Mind map of nuclear and extended family and knowledge about their histories. (web, etc, show connection)
- Wonderwall

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Formative Assessment:

- Share family tree or visual time line with peers.(bring photo of family)
- Watch “Parent Trap”—document key events, decisions, life changes
- Either write about, use a graphic organiser or create a visual representation of how your life would be different if you were born in a different family or a different culture (online timeline)
- Whole class creates a 'Memento Museum' each child bringing in an object (s) which depicts something from their personal history. Each child includes a label card to explain what the object is and how it represents something about themselves
- **Create class family pictures and watch slide show (kids can help create)**
- Select appropriate graphic organisers to illustrate their understandings of the central idea and lines of inquiry

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

<http://www.brainpop.com/socialstudies/famoushistoricalfigures/martinlutherkingjr/fyi/> (video and quiz and info)

biography sets—in resource room (ie-Dr. Seuss, Magellan, etc)

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

- visit different areas of Saigon and city centre to observe images which represent an aspect of different cultures

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

- Intro:
- Excursion- Caravelle (pictures of old Saigon) Take photos of things that depict different cultures
- Create Visual timelines of family and personal history
- Create Family trees and share with peers
- ‘Who is at your dinner table?’ on an ordinary day / on your family's most important celebration? What are you eating? Doing? Discussing? Etc

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Research Skills: plan questions to interview families and key staff. They then collect data, organize it and present research findings

Thinking skills/ Analysis: children analyse key events in their family history and analyse how those events have led to their present situation.

Reflective: children reflect on key events in own lives and how they have impacted their present situation.

Knowledgeable: Children build upon their prior knowledge about their family members and their personal histories.

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

The children were very interested in the philosophical discussions about fate or chance which led to interesting discussions and synthesis regarding key events in their family histories and how these have impacted on their present situation. The children clearly understood how their present situation could be different and learnt a great deal about how their family situation differs or is similar to their peers' families.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Discussions and conferencing provided evidence whereby children were able to elicit where their lives have come from through their family trees and how key events have contributed to where they are in place and time.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Change: creating a timeline showing deviation resulting from possible changes, such as moving to a new country.

what if' thinking key activity where children imagined how their present situation could be different if certain events did not happen in their lives

Perspective: analysing personal family trees and comparing these with others

Connection: personal research into key family member histories and sharing these with their peers

- completing graphic organisers based upon research into the histories of key family members.

- demonstrate the learning and application of particular transdisciplinary skills?

Research Skills: children plan a questionnaire to find out about their family tree and the history of key family members. They then collect the data, organise it and present research findings.

Thinking skills/ Analysis: children analyse key events in their family history and analyse how those events have led to their present situation.

Develop particular attributes of the learner profile and/or attitudes?

- Reflective: children reflect on key events in own lives and how they have impacted their present situation.
- Knowledgeable: Children build upon their prior knowledge about their family members and their personal histories.
- Inquirer: Researching family tree and history of their families with focus on key events that have contributed to shaping their present situation.
- Communicator: presenting their family trees to peers and comparing family histories

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Is fate real or not?

How could I be different if my parents did not meet?

How could I be different if I was born in a different culture?

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Students became very involved with collecting family pictures for our slide show—asking parents and other relatives for more info, etc

Children chose to contact many different family members out of personal interest to find out about their personal histories and make links with how key events have influenced their present situation.

9. Teacher notes

Intro

Excursion- Cholon, phu my hung, centre. Take photos of things that depict different cultures

Excursion- see above

Create a ‘cultural museum’ in the classroom- children bring in an object which depicts their culture. Create label card like in a museum

Create a postcard from previous home. Write to self about that place.

Visual timelines

Family trees

‘who is at your dinner table?’ on an ordinary day / on your family’s most important celebration? What are you eating? Do? Etc

Revisit summative assessment? Maybe should be a formative assessment—not that meaty